|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Language and**  **Level / Grade** | All languages  Level 1 Unit 4  Novice Mid/High | Approximate Length  of Unit | | | 6 weeks |
| Approximate Number of Minutes Weekly | | | 240 minutes (5x48) |
| **Theme/Topic** | Contemporary Life: Schooling Around the World | | | | |
| **Essential Question** | What role does school play in our lives? | | | | |
| **Unit Goals** | | | | | |
| *What should learners know and be able to do by the end of the unit?* | Learners will be able to:   * Explain their feelings about school, commenting on likes and dislikes with regard to school * Comment on what they need to learn and what they do to learn * Make comparisons between their school life and school life in the target culture * Comment on how children go to school and make comparisons to their lives * Comment on the importance of school and who goes to school * Share information about their school with others | | | | |
| **Summative Performance Tasks** | | | | | |
| * *These tasks allow learners to demonstrate how well they have met the goals of the unit.* * *The tasks follow the format of the IPA, but are integrated throughout the unit.* * *The template encourages multiple interpretive tasks.* * *The interpretive tasks inform the content of the presentational and interpersonal tasks.* * *The tasks incorporate 21st Century Skills.* | **Interpretive Mode** | | | | |
| Read school schedules from other countries and draw conclusions about similarities and differences. | Read ads or lists about school supplies and indicate what is needed. | | Listen as individuals give their opinions about information related to school and demonstrate comprehension. | |
| **On Demand** – Explain the advantages and disadvantages of your school. Comment on things that you like and don’t like. Give a reason why school is or is not important in your life. Comment on a couple of things that you like or don’t like about schooling in other countries.  **Project** - [Global Citizen Project](https://docs.google.com/a/pkwy.k12.mo.us/document/d/1-hzORZbJQaafpclOQliiKURVvzfkjPXiu3luCQNgh88/edit?usp=sharing): Create a multi-media presentation that will introduce your school to other speakers of the target language. | | Have a conversation where you discuss school and education. Comment on what you like and don’t like about your school and make comparisons to other schools in other countries. Give your opinion about why education is or is not important. | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Toolbox** | | | | | |
| **Can Do Statements** | | | | | |
| **Interpretive** | | * (L&R) I can understand details about school schedules. * (R) I can read supply lists, determine what I have and need for my classes. * (L&R) I can understand details about the basic right of education for all. | | | |
| **Presentational** | | * (S & W) I can talk and write about schools around the world. * (S & W) I can give simple reasons why school is important in my life and for all children. * (S & W) I can introduce my school to others and explain what I can do to learn. | | | |
| **Interpersonal** | | * I can ask and answer simple questions about my school and schools from around the world. * I can discuss my opinions about school and explain what I can do to learn. * I can ask and answer questions about how I and others go to school. | | | |
| **Language Functions**  **I can…** | | | **Related Structures / Patterns** | **Priority Vocabulary** | |
|  | ask and answer questions about how I and others feel about school. | | I like, don’t like | * school subjects * school supplies * places in school * items in classroom * days of the week * months of the year * time * verbs associated with school * means of transportation * A right, basic right * Dignity, education * Percent * Recess * Literate | |
|  | say what I can do to learn | | I can…read, study, etc. |
|  | state a simple opinion about different school subjects | | adjective agreement |
|  | ask and answer questions to compare school schedules | | How many classes do you have?  What class…  When do you have…  What time…ordinal numbers |
|  | describe my school building and classroom to others | | My school is…  has…  There are…  There is… |
|  | say what I need/don’t need in terms of school supplies | | I need… |
|  | compare schools in different communities and how students go to school | | In (Argentina) …, but here….  Prepositions with countries  They go to school (means of transportation |
|  | recognize the rights of the child and comment on who goes to school, rates of literacy | | All children need..  dignity, education, etc.  Who goes…  \_\_% of girls go…  \_\_% are literate. |
|  | say why school is important | | Education is…  Important, essential, a right  the foundation for the future |
| **Key Learning Activities/Formative Assessments**  *This is a representative sample of activities/assessments across the 3 modes of communication.* | | | | | |
| Learning Activity/Formative Assessment  *(Sample activities are listed from the beginning*  *to the end of the unit).* | | | How does this activity support the unit goals or performance tasks? | | Mode of Communication |
| Open unit with video on going to school around the world, comment on how children go to school. | | | schools in different communities; how children go to school | | interpretive  interpersonal |
| Talk about school supplies and classroom objects in classrooms around the world. Use the Classrooms Around the World images. | | | compare schools in different countries, cultures, describe different classrooms | | interpretive  interpersonal |
| Compare school schedules from different cultures, number of days, months, vacation. | | | compare schools in different countries, cultures, compare different schedules, write sentences about personal likes/dislikes | | interpretive  interpersonal  presentational |
| Focus on school subjects – likes and dislikes. Share opinions. | | | compare schools in different countries, cultures, compare different schedules, write sentences about personal likes/dislikes | | interpretive  interpersonal  presentational |
| Introduce UNICEF material – school is a basic right. Review statistics on who goes to school in different countries, percent of male/female. | | | recognize this as one of the basic rights of a child; compare | | interpretive  interpersonal  presentational |
| Discuss what to include in multimedia presentation on school. Create script to present school to other speakers of the language | | | able to describe my school to speakers of the target language | | interpersonal  presentational |
|  | | |  | |  |
| **Resources - All Languages** | | | | | |
|  | | | | | |

|  |  |  |
| --- | --- | --- |
| **Standards - Language Specific** | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective* | **Relating Cultural Practices and Products to Perspectives** | |
| **Product:** School schedule  **Practice:** schedules convey structure of school day  **Perspective:** schedule gives insight into what different cultures value    **Product:** report card/exams  **Practice:** evaluation of performance  **Perspective:** expectation of success/learning | |
| **Connections**  (Sample Evidence) | **Making Connections to Other Disciplines** | **Acquiring Information and Diverse Viewpoints** |
| Geography - where countries are | Role of school in different cultures |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | **Cultural Comparisons** |
| taking a test, passing an exam, literate | rates of literacy, school attendance |
| **Communities**  (Sample Evidence) | **School and Global Communities** | **Lifelong Learning** |
| create a simple introduction to school for target language speakers | self-assessment of progress toward unit goals; personal perspective on education |
| **Resources - Language Specific** | | |
| **French**  [https://www.pinterest.com/lterrillindy/french-ecole/https://www.pinterest.com/lterrillindy/french-ecole/](https://www.pinterest.com/lterrillindy/french-ecole/)  Chemins de l’école - <https://www.youtube.com/watch?v=tIrK1Vc7Lek>  **Spanish**  De camino a la escuela - [https://www.youtube.com/watch?v=qSkEJ\_bitPQhttps://www.youtube.com/watch?v=qSkEJ\_bitPQ](https://www.youtube.com/watch?v=qSkEJ_bitPQ)  [http://www.pinterest.com/lterrillindy/school-spanish/http://www.pinterest.com/lterrillindy/school-spanish/](http://www.pinterest.com/lterrillindy/school-spanish/)  Some children’s songs <http://www.guiainfantil.com/articulos/ocio/canciones-infantiles/canciones-de-colegio-para-ninos/> | | |